Montana Schools

Volume 24, No. 3 **Office of Public Instruction Georgia Rice, Superintendent** **November 1980**

Southwestern Montana Educational Cooperative

Serving Special Needs

When Montanans think of rural education, they immediately think of a few teachers serving many needs; but there is a very significant group of persons who regularly visit rural schools, work with rural students, and meet special needs even though they are in one school for only a short time each day. The group of persons is known as a special education cooperative.

You may ask quizzically, "What is a special education cooperative?"

A witnessing of a day in the life of cooperative personnel is the only way to answer this question. However, a superperson would be the only person who could accomplish this feat, since it would require being with many people, at many places, all at one time.

This is the reason the functions of educational cooperatives and the important part they play in rural education are not widely understood. The diversity of jobs performed, wide geographic working area, behind the scene efforts of so many individuals, and irregular, individualized schedules—all contribute to the impossibility of defining educational cooperatives in a few words.

Montana has 25 special education cooperatives that serve children in areas of sparse population but large geographic regions. Here's a look at one special education cooperative—the Southwestern Montana Educational Cooperative.

The Southwestern Montana Educational Cooperative was formed as a result of legislation in 1979 which provided that each school district in the state would be a part of a cooperative with a host district and an advisory board. The host district for the Southwestern Montana Educational Cooperative is Deer Lodge, District 1.

Some of the factors contributing to a coop's uniqueness are the great geographic radius, number of students served, and the diverse professional services offered.

The 20 staff members of the Southwestern Coop include psychologists, speech pathologists, resource teachers, teaching consultants, behavior therapists, educational audiologists, an audiological aide, secretaries and the director.

The Southwestern Montana Educational Cooperative has its main office in Deer Lodge and a satellite office in Dillon. The two offices serve 5,000 students in 26 schools and six counties—Powell, Silver Bow, Granite, Beaverhead, Madison and Lewis and Clark. The size of the coop's territory is tremendous and includes from Lincoln to Lima, MT—a distance of 225 miles. Personnel in Dillow who work with students in Wisdom must travel a round-trip distance of 136 miles.

The large amount of time spent traveling and the enormous geographic area covered differentiate coop staff members from colleagues who work in urban schools.

Southwestern Montana Coop school psychologist Gary Marx and Les Tanberg agree that the lack of accessibility of necessary resources, such as community health centers, big brother/sister programs and other social services, is due to the rural setting.

"Because of the few available resources, more weight is put on the school psychologist," Tanberg said. For example, if a child needs physical therapy or the use of medical facilities, it is not economically feasible to send a physical therapist to a remote area and medical facilities are far from the school."

School psychologist Marx believes there should be more emphasis placed upon peer interaction, or "peer tutoring," in classroom situations, especially in rural classrooms where a school counselor or psychologist is not readily available.

Flori McCurdy, director of the Southwestern Montana Education Cooperative, said the geographic situation means more independent decision-making on the part of personnel—decisions must be made on the spot.

The problem of isolation of schools and students is particularly acute for certain staff members who must have contact with students during a specific time period. For instance, behavior therapist Steve Gesler must observe students' behaviors while they are naturally occurring in the classroom and then set specific and clearly defined goals for the student to achieve.

Gesler said the lack of proximity to the school and the student makes it difficult for him, at times, to observe a behavioral problem when it is occurring and then identify it.

Gesler either works directly with the student or indirectly through parents and teachers to carry-out special interventions or behavior modification programs he devises and monitors.

The large amount of time spent traveling and the enormous geographic area covered differentiate coop staff members from colleagues who work in urban schools.

Chris Grover, the educational cooperative's audiologist, said "logistics are the biggest barrier to effective programming."

"It is necessary to get educational rehabilitation into the schools," he said. "There are resource people who can help audiologists, such as speech clincians, psychologists, and the child's teacher. The teacher is the primary target for assisting in the child's rehabilitation."

The two parts of testing for hearing loss are "audiological identification" in which equipment is used to identify the student with a hearing loss and "educational or behavioral identification," which is measuring the effect of the hearing loss on the child by gaining information from teachers and other sources.

"You can find-out more about a hearing loss and the effects of the loss by being in the classroom, rather than the testing booth," Grover said.

"Things happen in the school, not the testing booth, and the school is where the school audiologist should be spending most of his time."

Students who receive audiological services from the Dillon office of the cooperative must travel to Dillon for testing and diagnostic purposes.

The case load of audiologists and speech therapists is much smaller than in urban schools but more time is spent in bringing services to rural students.

Laura LaHay, speech pathologist for the Southwestern Montana Education Cooperative, said some of the aspects of a rural school environment which make her job different than if she were a speech pathologist in a larger urban school include seeing more of the child's environment;

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A Center for Rural Education

An unprecedented venture for rural education in Montana is unfolding this year with the recently-designated Rural Education Center at Western Montana College in Dillon.

The purpose of the center is to provide rural schools, teachers, administrators and students with services, including instructional and research services, teaching resources and inservice training. The center is dedicated to improving educational opportunities for students attending small and/or rural elementary and secondary schools.

The inception of a Rural Education Center was fall 1976 when George Bandy, former Western Montana College president and Commissioner of Higher Education, established a "think session" on WMC's campus for generating ideas for the creation of a Rural Education Center. Western was awarded a $48,516 grant in 1979 from the Northwest Area Foundation, (Minneapolis) to aid first-year funding of the center which received University System regents' approval last April.

Alan Zetler, WMC Dean of Education, was appointed director of the Rural Education Center and Ralph Kroon, former Belgrade superintendent of schools, was named field service coordinator. Kroon's position entails field work involving a dissemination and feedback network between rural schools and the center.

Noting that there is an increased rural sensitivity throughout the country, Zetler said, "Our daily contacts led us to believe there are special problems in rural schools—problems which were a result of extreme geographic location and extreme social isolation."

"We do have the extremes in Montana of what can be considered rural, and in our program, we want to address these extremes. Therefore, our target schools are high schools of 100 or less students and elementary schools existing within third-class districts."

Zetler explained that the program is now in the planning, exploratory stage. He said the current thrust of the program is taking two directions: first, answering the questions, "What are the specific needs of the rural schools?" and "What is the particular delivery system by which these needs could be addressed?"; second, the option within teacher education of providing personnel for rural schools is being considered.

The Rural Education Center will also involve regional schools and establish a network of users and user agencies in a several-state area designed to exchange information.

A statewide curriculum guide, primarily for rural schools, is being assembled and, according to Kroon, two planned survey projects for this year are a survey for Class C schools comparing budgets, taxable evaluations, and voted levies and a survey of salaries for rural teachers.

"Next year we would like to conduct workshops in six areas in the state," Kroon said.

"The philosophy of the center is let's take information, services and resource people to the rural schools, instead of having them come to us," Kroon said.

A sample of the services the center could provide is already reaching rural schools. An art van equipped with materials, equipment and instructors for art lessons travels to rural schools in Beaverhead, Madison and Silver Bow counties and provides art instruction for students.

WMC art professor Don Walters started the program as an experiment four years ago with Western Montana College art students. Walters supervises the class, but the art students act as teachers and aides.

Walters said, "We travel to 18 schools and service 250 students in rural schools. Some of our projects over the past four years have included copper enameling, leather tooling, weaving, photograms and papier mache . . . . We visit one school on Tuesday and one on Thursday. Each lesson is one hour, and while traveling in the van to schools, we plan lessons and then evaluate lessons on the way back."

The Rural Education Center in Dillon is unique because of its different approach—an approach which emphasizes personal contacts with rural school staff members.

Zelter said, "We are not in a position to re-invent the wheel or duplicate services; we are trying to serve as a liaison between local schools, state, federal and national organizations, and provide those resources which will prove valuable to the rural schools." ☆

Traffic Ed Program Survey

The information below was compiled from the 1979-80 Traffic Education Program Surveys completed by all high school districts conducting state-approved traffic education programs during the summer of 1979 and the 1979-80 school year. The survey was conducted by the Division of Traffic and Safety Education, Office of Public Instruction.

1. The total number of high school districts eligible to offer a traffic education program: **164.**
2. The total number of high school districts offering a state-approved traffic education program: **153.**
3. The total number of 9th grade students eligible to enroll in traffic education: **12,862.**
4. The total number of eligible students who completed a state-approved traffic education program: **11,784.**
5. The total number of high school districts offering traffic education programs (a) during regular school hours—**99**, (b) outside regular school hours—**79**, (c) summer—**70**.
6. The number of high school districts offering (a) programs that exceed the minimum state requirements—**88**, (b) simulation instruction—**12**.
7. The number of high school districts that charge a fee during the (a) school year—**27**, (b) summer—**44.**

	School Year	Summer
8. The minimum fee charged:	$ 5	$ 5
9. The maximum fee charged:	35	40
10. The mode fee charged:	25	25

11. The number of high school districts that grant credit for successful completion of traffic education: **119.**
12. The number of high school districts that use psychophysical testing equipment: **74.**
13. The number of high school districts that use the Regional Traffic Education Resource Centers: **137.**
14. The number of high school districts that use: (a) closed circuit TV—**0,** (b) video tape—**29,** (c) audio tape—**29,** (d) loop films—**45**, (e) filmstrips—**94**, (f) programmed materials—**71,** (g)16 mm films and other—**140.**
15. The number of instructors teaching traffic education (a) full-time—**78**, (b) part-time—**224.**
16. The number of high school districts that employ a traffic and/or safety education supervisor: **17.**
17. The number of high school districts that conduct a (a) pedestrian safety program—**31,** (b) bicycle safety program—**44**, (c) school bus rider/passenger safety program—**50**, (d) adult traffic education program—**22**, (e) traffic education program for the handicapped—**31,** (f) motorcycle rider course—**12.**
18. The number of high school districts that use Montana's current traffic education curriculum guide: **142.**
19. The number of vehicles used in Montana's traffic education programs: **332.**
20. The number of traffic accidents involving traffic education vehicles: **13**, (a) the number of persons killed—**0**, (b) the number of persons injured—**0.**
21. The number of high school districts obtaining traffic education vehicles (a) free loan—**72**, (b) daily fee basis—**28,** (c) lease or rental—**54**, (d) purchase agreement—**2**, (e) other—**2.**
22. The number of high school districts that conduct follow-up studies of students successfully completing traffic education: **15.**
23. The average hourly rate paid traffic education instructors: **$7.75.**
24. The average cost per pupil: **$153.26.** ☆

Left/Right Brain Research and Arts in Education Workshop

More than 120 teachers from throughout Montana attended the "Left/Right Brain Research and the Arts in Education" workshop, sponsored by the Office of Public Instruction, held September 18-20 in Helena.

Burl Winchester, professor of Adult Education at Montana State University, Bozeman, set the theme of the workshop with an address on recent developments in left/right brain research. Winchester said the implications of left/right brain research are highly pertinent to practical teaching/learning in music, art, drama, dance, special education and mainstreaming.

According to left/right brain researchers, the left brain mode is verbal, analytic, symbolic, abstract, temporal, rational, digital, logical and linear; the right mode is non-verbal, synthetic, concrete, analogic, nontemporal, nonrational, spatial, intuitive and holistic.

"Current research suggests that we really operate with different sides of our brain performing different functions," Winchester said. "Right and left brain control, when understood, can explain performance—or lack of performance—on a variety of levels."

Winchester has studied in the areas of brain lateralization, problem-solving, biofeedback, group process and left/right brain research. He is also the national founder of the Human Resource Development Program Area for the Cooperative Extension Service.

Group leaders Gene Fink and Jim Sjolund, led participants in "how to" activities demonstrating application of left/right brain research in the classroom.

Winchester, Fink and Sjolund stated during the workshop that most teaching in schools is directed to the left side of the brain.

Fink said, "We quit teaching right-brained things as soon as kids leave kindergarten. We teach to the left side of the brain because it's measurable.

"We lack objective measures of creativity or aesthetics; and, when accountability is important, we do things that can be measured," he said.

Fink said that the right hemisphere of the brain processes information holistically, visually and spatially; whereas, the left hemisphere processes information sequentially and linearly.

Sjolund said it is time for "hemispheric learning in the schools. Since we're now in a technological society, we're ready for a new learning model." ☆

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Serving Special Needs

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Itinerant resource teacher Dale VanValkenburg and sixth grade student Cory Dutton discuss a story which was read during class time at the Gold Creek School. VanValkenburg feels that working with students on an individual basis is the most rewarding and enjoyable aspect of his position.

more involvement by students' parents; more flexibility in working with students; and, of course, devoting a large chunk of time to travel.

LaHay's case load is presently 32 students, ranging from pre-schoolers to 12th graders, who are seen from once a week to a daily basis depending on the problem and its severity.

"I am responsible for identifying speech problems, evaluating the student and determining an appropriate program for them. This involves parents, teachers, administrators and other specialists," LaHay said.

Many instances exist in which various cooperative personnel work together. Speech pathologists and audiologists collaborate, provide input, and exchange information on specific cases; school psychologists and behavior therapists assist each other; resource teachers provide services to identified students based on referrals which are made frequently by other cooperative personnel. The most notable example of interdependency and the working together of staff is the "Child Study Team," known as the CST.

A rural school with small enrollment cannot justify employing a full or part time psychologist, audiologist or other specialist; however, many rural school students need special services.

The Child Study Team is composed of a psychologist, classroom teacher, special education teacher, parents, school administrators, and any cooperative specialists who are essential for lending pertinent information on specific cases.

Southwestern Cooperative psychologist Marx said "the CST is everyone putting their heads together, giving input from their vantage point and coming-up with the optimum plan for a student.

"After the handicapping condition is determined, the team decides on an 'Individualized Education Plan' (IEP) which sets goals for a certain period of time and decides on the means for attaining those goals."

Another job which involves team work is the pre-school screening conducted by educational cooperatives for ages birth to 5. According to McCurdy, the pre-school screening includes assessing gross and fine motor development, hearing, vision, speech and language, cognitive, and social and emotional development.

McCurdy said 538 pre-schoolers and 2,929 school age students were screened last year and 495 of the total screened were referred for special services.

Some of the many roles of educational cooperatives are the same as when regional services operated, but positions have been added and others were changed.

Itinerant resource teacher Dale VanValkenburg, who has been with the program for seven years, said there had been a change of direction in the role of a resource teacher since cooperatives replaced regional services.

"Direct services are provided now, not just consulting and providing direction to teachers and administrators," VanValkenburg said.

"I enjoy the direct teaching model," he said. "It is much more gratifying for me than consulting because I can see the results and progress myself when teaching and can do the follow-through. I feel that my one-to-one teaching situation is a 'pure teaching model' . . . . As a resource, I am still working with two teachers, but this primary role has changed quite a bit."

VanValkenburg prioritizes students' needs and spends a great deal of his time working with students' reading problems, such as learning disabilities, auditory and visual discrimination difficulties, and trouble with sight words or sounding out words.

"My job does expand into areas other than the three R's. What is taught is based on students' needs and what I've found in my evaluation and testing," VanValkenburg said.

The Southwestern Montana Educational Cooperative revolves around students and tends to their special needs. A rural school with a small enrollment can not justify employing a full or part-time psychologist, audiologist, or other specialists; however, many rural school students need special services. It is through special education cooperatives that students' special needs can be met to enhance their education. ☆

Teacher Centers: An Available Resource

Teacher Center for Gallatin County

Serving City and Country Schools

One teacher wants to laminate posters and check out materials on dinosaurs. The other wants to find a speaker for National Book Week. Both teachers have one thing in common: they turn to the Teacher Center for Gallatin County to get help.

Teachers from both one-room schools and larger, more urban schools actively use the Teacher Center. According to Director Ronald Haynes, "People from the small schools come in frequently for materials. They often don't have many resources available, so they use the Center for everything from running off worksheets on the ditto machine to finding books and posters and curriculum packets to check out."

Cheri Thurston, demonstration teacher at the Center, adds that "teachers from larger schools have good libraries and media centers, so they often use us more for our ***services*** rather than our materials."

Two of the most popular services include gathering information on specific topics and finding classroom speakers from the community. Other services include film ordering, magazine monitoring, providing MINE searches and granting Mini-Award money for teacher research.

Workshops also attract teachers from both city and rural schools in the seven-county area served by the center. A survey taken in October is now being used by staff members to help schedule November and December workshops that teachers themselves feel will be most helpful. The first will be "Cooking Up Good Bulletin Boards, K-12." It will be presented at the Teacher Center on November 8, 10 a.m. to noon by Kay Burkhardt, Office of Public Instruction.

The Teacher Center is open Monday, Tuesday, Thursday, and Friday from 9 a.m. to 6 p.m., Wednesday from 9 a.m. to 8 p.m., and Saturday from 9 a.m. to 4 p.m. The phone number is 587-8181.

Western Montana Teacher Center

Disruptive Influences on Learning

This course examines factors in the child's environment which impede the ability to learn in school. The teacher's task of recognizing and dealing effectively with these problems is emphasized.

Disruptive influences of learning covered in the course will include lack of self esteem, excessive television viewing, poor nutrition, alcoholism and drug abuse, child abuse and incest, teenage pregnancy, divorce, serious illness and death in the family. Objectives of the course are to increase awareness and knowledge of negative influences on learning; to help teachers learn to recognize a child's distress and to identify behavior patterns associated with specific problems; to apply this knowledge to the classroom situation.

This course will be offered January 7 through March 11, 1981. Instructors are Dr. Mary Jenni and Debbie Bond from the Life Skills Development Center. Format will be two hours of information and instruction and one hour of practical application in small groups.

Call the Teacher Center, 721-1620, if you plan to attend.

Mini Awards

The Western Montana Teacher Center announces the 1980 offering of the mini-awards. The purpose of the mini-awards will be two-fold: 1) to provide the educator the opportunity and funds to develop inservice programs that are both meaningful and creative; and 2) to involve educators in their own professional growth and development program. The total cost of the award cannot exceed $200. The allowable expenses are preparation fee, instructional fee, and a minimum of supplies and materials. The deadline for submission is December 5. Call 721-1620 to obtain application guidelines and forms. ☆

PRIME TIME

SCHOOL FOODS

Three Exemplary Food Service Programs

The schools featured this month have exemplary food service programs. They typify potential results of excellent support by the school board, school administration, students and community as well as imaginative and skillful management.

Roberts is a small school in South Central Montana. About 75 percent of the 120 students in grades K-12 are bused each day. Besides a lunch program, they have an excellent breakfast program. Breakfast starts at 7:40 a.m. and ends "when the last student has eaten. You don't have to ride the bus to be eligible to eat breakfast," according to Superintendent Clair Daniels.

Acceptance of the breakfast program is outstanding. Daniels voiced the community's support of the program. "We couldn't get rid of it even if we wanted to," he said.

The breakfasts include blueberry muffins, sausage, milk and juice one day a week. Other menus feature fresh hot cinnamon rolls or cereals.

"We try to vary the menu so the students enjoy their meal every day," said Gladys Weimer, assistant cook. "We serve milk and fruit juices every day, and three times a week we offer hard boiled eggs as an exra food for especially hungry kids."

Student participation runs from 30-50 each day. "It depends on a lot of factors, including what is on the menu," Daniels said.

The breakfast sells for 25 cents to paid students. A reduced price breakfast is 10 cents and some students are eligible for free breakfast.

Loyola Sacred Heart, Missoula, started a lunch program last year and found instant success with their salad bar. A standard school lunch is offered to the high school students each day. Included in that offering is a lettuce salad which is served on the line along with the other foods. Students may choose the lettuce salad or other vegetables. Students choosing the salad move to the portable salad bar where they have their choice of Thousand Island, oil and vinegar, blue cheese or French dressing. They may also take any two of the toppings offered. The toppings include croutons, sunflower seeds, garbanzo beans, bean sprouts, pickled beets, dill pickles and other items.

"We make our own croutons," said Dianna Riley, manager/cook. "It's easy! The croutons are made from day old bread laced with oil and garlic, then toasted in the oven."

"We grow our own sprouts and make our own dressings so the cost of operating the salad bar is minimal. But the important thing is the kids really love it. They like being able to make some choices and do their own thing. It's just great. Of course we listen to the kids' comments," she said, "because they are our number one customers." The charge is 75 cents for the meal.

When Rick Kravas took over the management of the Butte School District No. 1 food service program in 1978, he found a program striving to survive. Since that time things have improved considerably. Average daily participation in 1978 was around 2000. Now it runs about 3500.

What is the reason for such an increase? "Lots of reasons," said Kravas, "but most of all it's called imagination. We are now merchandising the food to our customers. No student is ignored. Last year we put out a questionnaire and asked students in grades 3, 4 and 5 to tell us what they would do if they were the boss of the program. The response was tremendous!

Improved atmosphere is a major reason for the increase in participation. The junior high schools and the high school have painted their lunch rooms in soft pastel colors.

"We wanted to get rid of the sterile, no life atmosphere," Kravas said. "We put up giant photo murals and we pipe in contemporary music during lunch hour. We cater to kids and they really support us."

The junior high and high school menus include at least four entrees (usually six or seven) and from four to six vegetables.

"Merchandising is the ticket," Kravas said. "We offer 12 toppings for salads including croutons, bacon chips, sprouts, sunflower seeds, peanut granules, pickled beets, onions, tomatoes, frozen peas, wheat nuts and diced cheese. Students may take two scoops of each if they wish."

"Food waste has declined since kids can take what they want. It doesn't cost much more to fix a little bit of a lot of foods than it does to fix a lot of one food," he said.

"We also have theme days. Last year we had 14 theme days such as Al Capone day (all Italian food), Mao Tse Tung day (Chinese) and others based on current movies, such as Star Wars. Kids really go for them," Kravas said as he thumbed through posters of the different theme days.

"We also have a neat breakfast program at the high school. Last year we started offering cinnamon rolls, juice and hot chocolate as separate items. This year the school board approved the breakfast program so our students can now take advantage of federal subsidies," he said. "Business is really booming."

Kravas has found ways to streamline the program's operation. By rearranging production of satellite food and the baking program he saved over $80,000 in labor costs.

"I couldn't have done it without the help of our staff," he said. "Our staff meets monthly in a participating management session where everyone has a say without fear of reprisal. It has been very good because these ladies spot problems, report them and the problem is corrected before things get too far out of hand."

Butte charges 60 cents per meal across the board. Kravas said that by using all the commodities they can get and by cutting costs and food waste as well as improving participation, they have been able to hold the cost down.

Training Conference Dates Set

The Division of School Food Services in cooperation with the Montana School Food Service Association has established the dates and sites for the 1981 School Food Service Conferences.

They are August 11-13, 1981, Castle Rock Junior High School, Billings, and August 18-20, 1981, East Junior High School, Butte.

Administrators and cooks are urged to attend. There is sufficient program variety to fit the needs of all participants.

—Bris Skiles
manager
School Food Services

gifted & talented

Flowers Can Even Bloom In Schools, the title of a book edited by Marsha Perlstein typifies the growth of services to a wider variety of Montana's student population. Over the past ten years there has developed a growing interest in providing educational opportunities to assist students to reach their fullest potential. This blossoming of public concern contributes to an awareness of the individualities of all children.

The PACE Program in Great Falls, now celebrating their 10th anniversary, became the initial force in services to gifted and talented students in 1977. From that time on, the demonstrated need for services to gifted and talented students has been exhibited through the development of district programs. In 1974, two district programs were in existence and six in 1977. At the present time 32 districts representing 115 schools are serving the needs of gifted and talented in the State.

Program models vary from enrichment, full-time and part-time pullout in academics and creativity, mentorships, guided independent study programs, cluster grouping in the regular classroom and summer outdoor education to the use of Junior Great Books, Advance Placement, Future Problem Solving Bowl and Olympics of the Mind participation.

Funding for gifted and talented programs in Montana has come from local district commitment, Title IV-C and the Northwest Area Foundation. With the addition of $102,000 in federal funding this year for gifted and talented programs, approximately 10 established programs around the state will expand to futher meet the needs of their students. Ten to 15 new projects will be developed over a three-year period to include planning, identification and implementation of programs. Additional funds and human resources have come from local and community organizations who have supported the concept of meeting the educational potential of all children. A listing of gifted and talented programs in Montana which identifies schools, program descriptions and personnel involved is available from the Office of Public Instruction.

Mark Your Calendar

The Montana Association for Gifted and Talented Education (Montana AGATE) is having a statewide conference in Kalispell's Outlaw Inn, May 8-9, 1981 for teachers, administrators, board members and parents. Sally Patton from San Mateo, CA will highlight the conference with directions towards curriculum for the gifted and talented. Betty Jo Wheeler from Idaho will make a presentation on identification. Additional sectionals are to be announced and will include information directly related to parents and administrators.

Montana AGATE was formed in 1980 for those persons interested in gifted and talented education in Montana. Goals include educating the public on gifted education facilitating funding, promoting differentiated curriculum, and working with the university system in Montana to promote inclusion of classes in the area of gifted and talented; to establish a state wide resource file; to cooperate in the sharing of expertise in the area of gifted and talented throughout the state; and to support implementation of statewide planning of goals for the area of gifted and talented. Membership is open to anyone interested in gifted and talented education. Association dues of $10 per year may be sent to Pat McGuire, Lewis and Clark School 212 Crystal Dr., Lewistown 59457

Writing Resource Materials

Looking for additional resources in the area of writing? The Montana Writing Project, now in their third year, is composed of teachers from across the state and has put together a variety of workshop experiences which tie writing with other skill content areas. Eighteen new workshop activities and units prepared by this year's participants assist teachers in improving the teaching of writing in Montana.

"There's Something in My Closet" (writing fantasy in first grade) by Kristin Smyka, Hawthorne Grade School, Missoula, involves young children in the writing process. Pre-writing activities are concrete experiences, involving all the senses. A simulated fantasy, group discussion and partner dialogue elicit individual writing. After reading a tradebook together, partners distinguish between fantasy and reality.

The "I-Search" Paper by Des Margaris of Havre High School offers an exciting and relevant way to research a topic. The "I" implies personal involvement in the search. Students are encouraged to find topics in which they are truly interested, ranging from finding out about careers to buying the right tennis racket. The search includes

time spent reading as well as interviews with experts such as community people, school personnel and classmates. Students learn to use the shortened footnote method and to make a bibliography. The end product is an interesting paper telling the story of the search. Each student has an experience in researching, interviewing and straight forward writing. For additional information about fellow teachers in your area and materials for writing experiences, contact: Claudette Johnson, English Language Arts consultant, Office of Public Instruction (1-800-332-3402) or Richard R. Adler, project director, English Department, University of Montana, Missoula 59812.

Curriculum Units

New materials of interest! Curriculum Units produced by the Schools Council for Great Britain for use by gifted children are now being marketed by Special Learning Corporation of Guilford, CT. Science, math, humanities, arts and social studies are the four distinct strands presently available. Four more units should be available soon, with nine more units in the production stage and a total of 17 units in the series. For further information on these materials, contact John Sullivan, 42 Boston Post Rd., Guilford, CT 06437, (203) 453-6525.

Olympics of the Mind

1980 Olympics of the Mind had representation this year from Flathead High School in Kalispell. Tammy Chandler, a senior this year, represented a group of five students who spent the spring working on the problems presented at the New Jersey Problem Solving Arena. The presentation was supported through the Kalispell Kiwanis Club. On May 30, 1980, approximately 400 students in grades K-12 from nine states converged on Glassboro State College in New Jersey for the first "World Olympics of the Mind." For three years creatively gifted students in New Jersey have participated in an interscholastic program known as "The Olympics of the Mind." Originally a program for junior and senior high school students in New Jersey, this year the program expanded to include all grade levels and students in other states. The states involved in this year's competition were Montana, Vermont, New York, Pennsylvania, New Jersey, Delaware, Washington D.C., Ohio and Oklahoma. The program, which was created by Theodore J. Gourley, director, Gifted and Talented Education, New Jersey Department of Education, and C. Samual Micklus, Department of Industrial Education, Glassboro State College, challenges students to "invent" solutions to unique problems. One problem required students to design a robot for under $10 which would do the following: 1) move six feet across the floor; 2) remove a cigarette from a dummy's mouth; 3) put a cigarette in a can; 4) pour water on the cigarette; 5) speak to the dummy; and 6) proceed across the floor to a predesigned spot. Other problems required the students to: 1) remove wooden fish from a "pond" without using a fishing pole, line or hook; 2) play a selection of tunes by a band which does not use musical instruments; 3) create a vehicle which is powered by five pounds of sand; and 4) create a structure from a half ounce of balsawood which will support as much weight as possible.

When the student teams come to the competition, they bring their solutions and test them to see which is the best. Sometimes the solutions exceed the expectations of the competition. For example, the sand powered vehicle which won the New Jersey State Contest traveled further than the "track" set up for the event. For more information, contact T.J. Gourley, director, Gifted and Talented Education, New Jersey Department of Education, Trenton, NJ 08625.

New Publications

Additional Resources. The publishers of **G/T/C,** a magazine for parents and teachers of gifted, creative and talented children, is publishing a new quarterly entitled ***Chart Your Course,*** by and for gifted, creative and talented children. It will include prize winning articles, prose, stories, reviews, essays, activities, puzzles, poetry, songs, art, photos, comics and other resource information. $15 per year. Contact **G/T/C,** P.O. Box 66654, Mobile, AL 36606 for additional information.

W.I.N.G.S.—Wisdom in Nurturing Gifted Students—is a new publication directed at basic skill mastery in relation to gifted students. The six page publication highlights activities related to all areas of basic skills which have been developed at higher level thinking skills. Write to W.I.N.G.S., 4605 Brookhill Dr. N., Manlius, NY 13104.

Futures Information Interchange is a semiannual newsletter directed to elementary and secondary teachers, college professors, government officials, students and the general public. The newsletter is a collection of practical teaching methods and learning activities for introducing future studies into the classroom. The newsletter also welcomes any specific materials related to future-oriented work in the classroom. Publisher: University of Massachusetts Future Studies Program, Futures Information Interchange, 162 Hills So., University of Massachusetts, Amherst, MA 01003, $2 per year.

—Nancy Lukenbill
consultant
Gifted & Talented Programs

The English Bulletin

"If high school students today are to learn language effectively, teachers, school administrators, policy makers, education associations, unions and the public will have to work together to reduce class size."—National Council of Teachers of English news release.

Proposed Standard Changes

In Montana, groups are already working. The Board of Public Education is considering proposed changes to the Accreditation Standards. One proposal by the Montana Education Association's IPD Committee which speaks to this issue is to change standard 231.3 by adding to the "Recommended" section:

English teachers shall not be assigned more than 100 students per day and shall have a minimum of 90 minutes preparation time.

This is in line with the National Council of Teachers of English policy on workload and class size for secondary English teachers passed in 1976.

The MEA IPD Committee goes on in the same standard to suggest:

Change "Recommended" section as follows and move to "Minimum section following first paragraph: "English teachers shall not be assigned more than 125 students per day and shall have a minimum of 90 minutes preparation time."

Inherent to English language arts instruction is the need for sufficient student opportunities in communication experiences with immediate and adequate teacher response in the form of diagnosis, discussion, progress reports and individual help. In the area of writing instruction alone, for a teacher load of 100 students, a minimum of 20 minutes per week per student for evaluation equals 33.3 hours—the equivalent of four working days. This does not take into account time for preparation or the teaching of the other language arts skills.

The National Association of Secondary School principals expressed their concern when they carried an article in the October, 1979 issue of their ***Bulletin*** called "Promoting the Teaching of Writing in a Secondary School." In it, authors Robert B. McCarthy and Valjeane Trumpower state:

The administration must support writing instruction by granting time for planning and development and by providing money to encourage such instruction.

and further on in the article:

Most important, when class size in the English department began to grow, the size of writing courses was held at 15 to 17 students.

NCTE Workload Starter Kit

Gaining the cooperation of these many segments of society to reduce class size is the aim of a "Workload Starter Kit for Secondary English Teachers" published by the Secondary Section of the National Council of Teachers of English.

This information packet provides source materials for use in developing action strategies to deal with the national problem of overwhelming teacher workloads in the English language arts. It combines information on research in class size, NCTE position statements about workload for teaching the English language arts, 20 significant articles on issues in teaching this subject matter and a bibliography. The materials are color-coded, making it easy to sort and arrange them for presentation to various audiences. The components are free of copyright and thus available for duplication.

("Workload Starter Kit for Secondary English Teachers," compiled by Leon F. Williams. Price: $5.25; NCTE members, $4.75. NCTE Stock No. 58595. Available from NCTE, 1111 Kenyon Rd., Urbana, IL 61801.)

Why People Use Language

Neil Postman, in his latest book *Teaching as a Conserving Activity* (Delecorte Press, 1979), states:

It may come as a surprise to our technocrat philosophers, but people do not read, write, speak, or listen primarily for the purpose of achieving a test score. They use language in order to conduct their lives, and to control their lives, and to understand their lives.

The point is well illustrated in the following poem from this year's Montana Arts Council Poets and Writer in the School anthology ***The Stream Invents a Smile:***

I will go to college and be a famous painter
and fix cars plus have a ranch out
in the country by the river
and go to Crow Fair in August, then go
to rodeo, and try to be a good man at
home too.*

Chico Red Star
Crow Agency Elementary
Crow Agency

Poets and Writers Program

The Poets and Writers Program still has some vacancies for the 80-81 school year. The program places published writers of poetry and fiction in elementary and secondary classrooms, not as teachers but as artistic resources for both students and teachers. The sharing/teaching/learning situation is often of an informal nature but is carefully designed to enhance the curricular plans and activities of the individual school or class. For further information, contact Patricia K. Simmons, Program Director, Montana Arts Council, 1280 So. 3rd St. W., Missoula 59801.

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—Claudette Johnson
consultant
English/Language Arts

COMMUNITY EDUCATION

OPI Awarded Grant

The Office of Public Instruction has received one of 23 federal grants for community education awarded to state education agencies for the 1980-81 school year. Projects planned for this year include compiling a teachers' guide for using community resources in the classroom, providing assistance to districts in adopting or developing community education programs, and identifying people throughout the state willing to provide community education-related services or training at little or no cost. Good examples of cooperative projects between schools and other organizations such as health, recreation, youth services, senior citizens, higher education and industry should receive publicity.

Model Descriptions Available

Four Montana communities have been selected to serve as models for community education development. They are Bozeman, Broadview, Browning and Libby. Detailed descriptions of the communities' programs, fee structure, administration, staffing and methods of public involvement are contained in booklets published by and available from the Office of Public Instruction.

Flow-Through Federal Money for Local Districts is a Possibility

The House Appropriations Committee approved ten million dollars for the grants to states section of the community schools act on August 21, 1980. If the Senate Appropriations Committee accepts this amount, approximately $160,000 of flow-through money would become available to Montana school districts beginning October 1, 1981.

continued on page 6. . .

PRIME TIME

. . .continued from page 5

Community Education Gathering Momentum Nationally

Reports from throughout the country indicate that community education is not only growing, but is receiving widespread support. USOE reported more than 8,000 local community school programs in 1980. Many states have legislation, 12 of which provide funding for community schools. Congressmen William Natcher and Neal Smith were among the House appropriations committee members who succeeded in increasing next year's recommended community education budget to 10 million dollars—nearly seven million more than President Carter's recommendation.

Secretary of the U.S. Office of Education Shirley Hufstedler, reflected growing national interest in community education when she told the nation, via television satellite on May 9, "I have seen indications that . . . school districts are considering much broader involvement of the public and the daily business of the public schools and in using school sites as a basis upon which all kinds of people can engage in community services. I have even seen schools shut down for the lack of students, be reopened as a basis for a site for continuing education of adults of all different kinds—adults who need literacy skills, adults who need to have retraining skills to reenter the job market as their own situations have changed. There are all kinds of possibilities to make schools and school sites a real source of the community activities rather than simply depending on the outside community to support the schools because when we get through we have a synergism in which we understand that the schools will support the community and the community will support the schools."

William Smith, former U.S. Commissioner of Education, convened a National Forum on School-Community-Home Relationships on March 10 to develop an initiative which would form a part of the new national policy for public education.

Two national organizations have shown exceptional support for community education. The U.S. Conference of Mayors has distributed a report to mayors entitled ***Community Education City Goals and Services.*** The Council of Chief State School Officers prepared a report of existing and future roles of state education agencies in relation to community education. They also support the new federal community education legislation and increased appropriations.

School Participation Sought for Health Screening

The U.S. Department of Education and the Department of Health and Human Services are asking schools to help needy children receive health services available under the Early and Periodic Screening Diagnosis and Treatment (EPSDT) program. State Medicaid can reimburse the costs of diagnosis, outreach, case management and referral. Many Montana schools are providing this service in conjunction with comprehensive screening for the handicapped. However,the state can also contract with schools for services to any child who is eligible for Medicaid. For more information, contact your school principal or Dale Haefer, Social and Rehabilitation Services, Box 4210, Helena 59601, 449-3952.

Four Districts Receive Funds for Public Outdoor Recreation

The Department of Fish, Wildlife and Parks announced grants to four school districts for half of the costs of purchasing or developing outdoor recreation projects. One of the stipulations of these grants, awarded under the federal Land and Water Conservation Fund, is that the facilities be available to the general public. The recipients are Big Sandy School District 2 & 11 for two tennis courts, Flathead County School District 10 for land acquisition, Power School District 30 for two tennis courts and Shelby School District 14 for a sports complex. For information about this funding source, contact Ron Aasheim, Parks Division, Department of Fish, Wildlife and Parks, Helena 59601, 449-3750.

Community Education and the Classroom Teacher

The following ideas were listed by teachers working in Oregon community schools:

- get parents to run a summer art program.
- a business or public agency could adopt a class for a year.
- ask the school's cooks, janitors and secretaries to share information on their hobbies and interests.
- ask award-winning cooks to help in the cafeteria.
- give high school students credit for community service work.
- Mother's and Father's Day lunch/dinner can be prepared by students and served to parents.
- hold potluck dinners in the evenings.
- provide babysitting during parents' activities.
- show films for the community.
- start adult and pre-school library programs.
- have a parent or any adult spend the day attending classes with a student.
- have the student spend the day with an adult at work.
- have students actually work with community businesses for a week.
- start a junior high 'Rent-a-Kid' program for community jobs. Have the kids apply and interview for jobs.
- hold community exhibits (like science fairs) and have community members act as judges.
- hold art fairs to display creations.
- start coffee fairs and assign different topics to different groups.
- set up an informal drop-in center/coffee room in the school for police and other social service people.
- institute a cross-cultural exchange—a rural/urban student exchange.
- have teachers visit homes and community members.
- have classes visit senior citizens' homes and hospitals.
- start a foster grandparent program involving senior citizens from the community.
- take children into the homes of senior citizens.
- institute a hot lunch program for senior citizens with entertainment afterwards.
- each student could have dinner with the teacher.
- provide orange juice and crackers for students without breakfast (in classroom).
- organize "Sunrise Singers" along with early breakfast program.
- hold a summer music day camp.
- start community singing and bands.

—Kathleen Mollohan
consultant
School/Community

SOCIAL SCIENCES

A need for materials or teaching techniques brings attention each year to a particular element of social studies. One year finds Montana history in the center stage; whereas, international studies is important another year. In some instances, regional or national organizations and special interest groups exert action to foster what is considered an urgent need in social studies.

It is important to know the needs and concerns of Montana social studies teachers to provide assistance and materials addressing the numerous facets of social studies. Input is needed, too, from elementary teachers in self-contained classrooms. An overview of social studies courses which are taught, materials used, and techniques employed would be worthwhile in facilitating better planning and organization of services for Montana schools, teachers and concerned persons.

Your response to the survey printed below would be helpful and appreciated. Please respond within the next 30 days, so an early compilation is possible. A complete report of the survey results will be published in a subsequent issue of ***Montana Schools.***

—Edward Eschler
consultant
Social Studies

Office of Public Instruction Social Studies Questionnaire

Please answer the following questions on a sheet of paper and send to Edward Eschler, Social Studies Consultant, Office of Public Instruction, State Capitol, Helena 59601.

1. What social studies service or assistance would be most helpful to you?
2. What materials (i.e., texts, films, etc.) are needed by you in order to better meet learner needs in the social studies area you teach?
3. At what grade level do you teach?
4. At what school do you teach?
5. What social studies course or courses do you teach? (Elementary teachers indicate units, if applicable.)
6. What is the title, publisher and copyright date of the textbook or social studies series you are using?
7. What supplementary materials such as other printed materials, films, etc. do you use?
8. Do you employ any special instructional techniques, such as individualized programs and team teaching? (Please specify.)
9. a. Do you incorporate energy education and environmental education in your instructional program?

   b. If you answered yes to the above, please indicate what materials and methods you use.
10. Should environmental and energy education be incorporated or taught as separate courses?
11. a. Do you have a need for assistance and materials in the area of energy and environmental education?

    b. If you answered yes to the above, please try to state what help you require.
12. a. Do you believe global studies or international studies devoted to world understanding of divergent cultures, religions, political systems, economic systems, etc. is an important teaching concern?

    b. Please state your concerns regarding the question above.
13. Do you feel that content area, reading and writing, is a concern of social studies teachers?
14. Would you desire assistance and materials in the areas of content reading and writing?

If you have any additional comments or concerns not covered in this survey, please list.

15. Name of Respondent (Optional)

UNESCO

Summer School Scholarships for Teachers

Montana public school teachers with one year of classroom experience are eligible to apply for six $300 summer school scholarships to be awarded by the Scottish Rite Foundation of Montana. The filing date deadline for the 1981 summer school scholarships is April 10, 1981. Application forms and information are available by writing the Scottish Rite Scholarship Committee, Box 4879, Helena 59601.

*

Educational Programs That Work

The newest edition of Eduational Programs That Work (7th edition) is available from the Office of Public Instruction Resource Center.

Send your name, address and telephone number to Resource Center, Office of Public Instruction, Room 106, State Capitol, Helena 59601.

The book may be loaned for three weeks, and the cost of mailing it back via library rate is 26 cents.

Copies of the book may be purchased for $5.50 (prepaid) from Order Department, Far West Laboratory for Educational Research and Development, 18SS Folsom St., San Fancisco, Ca 94103. Payment must accompany order.

*

The Drive for Conservation Ed Program: Free for Driver Ed Teachers

Atlantic Richfield Company is giving to driver education teachers "The Drive for Conservation Educational Program." The kit contains a filmstrip cassette, workbooks, poster and teacher's guide. Supply is limited on this free kit.

Atlantic Richfield is also giving driver education teachers the "Expert Mileage Marker Guage" to be used in driver education vehicles.

To order materials, write Myrna Plost, Public Affairs, Atlantic Richfield Company, 515 S. Flower St., Room 1619, Drive for Conservation, Los Angeles, CA 90071.

*

Dance, Film and Literature for Communities

An evening program of dance, film and literature funded by Title I is available to rural communities from November 1980 to May 1981. The purpose of the program, entitled "A Montana Chautauqua," is to show how some Montana artists see Montana today. Important issues, such as isolation, government control and land use, will be raised.

An evening of dance, film and literature in communities may be sponsored for $250.

William Bevis, English professor at UM and chairman of Western Studies, will discuss Montana's culture and character as seen through Montana literature. Swain Wolfe of Bitterroot Films in Missoula will show his film, "Energy and Morality," which has been an award winner or finalist in The American Film Festival in New York, The Athens International Film Festival and The Atlanta Independent Film Festival.

Juliette Crump, head of UM's dance division, and her company of five dancers will perform "Dry Run," a dance based on authentic pioneer journals.

For information about the program, write Dance Division, WC111, University of Montana, Missoula 19801, 243-4641.

DAR Good Citizens Contest

The annual Montana Good Citizens contest sponsored by the Daughters of the American Revolution will be conducted again this year. The National Association of Secondary School Principals has placed this program on the Advisory List of National Contests and Activities for 1980-81.

The contest is open to boys and girls in the senior class of accredited public and private high schools. The Montana DAR Good Citizens are selected on a merit basis, including a completed questionnaire, scholastic record and recommendations based on the qualifications of leadership, dependability, service and patriotism.

Details are available from Leslie V. Pallett, MSDAR Good Citizens Chairperson, Gilt Edge Route, Lewistown 59457.

*

Space Shuttle Project for Secondary Students

The National Science Teachers Association and the National Aeronautics and Space Administration are conducting a project to stimulate the study of science and technology in secondary schools by engaging students in developing experimental concepts suitable for flight aboard the Space Shuttle.

Up to 200 semifinalists and their teachers will attend preliminary conferences in March 1981 in 10 regions. The 10 national winners and their teachers will attend a special educational conference at Kennedy Space Center, FL, in late summer 1981.

Any student enrolled in grades 9-12 in U.S. public, private and parochial schools is eligible.

Interested students should have their teachers write to Space Shuttle Program, National Science Teachers Association, 1742 Connecticut Ave., NW, Washington, DC 20009 or call Dorothy Culbert (202) 328-5865 for an official entry form, rules booklet and other supplementary material.

*

Social Studies/ Language Arts Conference

A Social Studies/Language Arts Conference, jointly sponsored by the Western Montana Teacher Center, Office of Public Instruction, Montana Association of Teachers of English, the Montana Council for the Social Studies and the Gallatin County Teacher Center, will be held February 21, 1981 at the Western Montana Teacher Center, Missoula.

The theme of the conference is "Language Arts and Social Studies: The Key to Global Understanding." Sectionals will include Montana history, Montana authors, basic writing skills and global education.

For more information, contact the Western Montana Teacher Center, 818 Burlington B101, Missoula 59801, 721-1620.

*

Arts Recognition and Talent Search

Do you have an outstanding student in dance, music, theater, visual arts or writing?

Once again the National Arts Awards is sponsoring a program for the selection of graduating high school seniors who are highly accomplished in the arts. The deadline for receipt of completed applications is December 1, 1980. For application materials and requirements write Arts Recognition and Talent Search, P.O. Box 2876, Princeton, NJ 08541.

Missoula Starts Arts in Education Project

The ***Arts in Education*** project was begun in Missoula's District 1 to develop sample curriculums in music, visual arts, drama and dance for grades kindergarten through 12 and a procedural guide on how to develop an arts in education project in other school districts, according to Madgie Hunt, director of the project.

The objectives of the project are to: a) make the arts a part of a school's basic curriculum; b) teach the arts as subject areas with specific content, scope and sequence; c) interrelate the arts with each other and other subject areas; d) use the arts as teaching strategies; and e) use the arts to enrich school programming.

Teachers from the Missoula elementary and high schools and the Missoula area participated in writing the guides. A group of 150 people from across the state will evaluate the first phase of the project.

Arts in Education is funded through a grant from ESEA Title I, Office of Public Instruction.

Anyone interested in reviewing the materials may do so by visiting the Missoula District Administration Building, 215 S. 6th W., Missoula.

*

Rhetoric Program

The University of Illinois at Urbana/Champaign announces the University Associates in Rhetoric Program during the 1981-82 academic year. This is a program for up to 10 high school English teachers to come to the university, teach Freshman Rhetoric and take the Pro-Seminar in the Teaching of Writing as well as other university courses.

To qualify, a person must be eligible for a sabbatical leave from his or her district and must hold a master's degree in English or in English education. A candidate must be nominated by his or her superintendent of schools and provide the coordinator of the program with complete transcripts by January 1S, 1981.

For further information, call the educational hotline, 1-800-332-3402, for Claudette Johnson, English/Language Arts consultant.

*

Free Energy Films

Energy Films are available free through your local public library.

The Montana Department of Natural Resources and Conservation contracted with the Great Falls Public Library to add 30 energy films to their collection to help educate Montanans about wise and prudent use of energy.

Brochures listing the elementary and junior high through adult films are available free by writing Louise Moore, Montana Department of Natural Resources and Conservation, Energy Division, 25 S. Ewing, Helena 59601.

*

Info for New English/ Language Arts Teachers

Attention new English/language arts teachers! Information on human, professional and trade resources is available. Call the Office of Public Instruction's hot line, 1-800-332-3402, or write Claudette Johnson, English/Language Arts Consultant, Office of Public Instruction, State Capitol, Helena 59601, and ask for the Resouce Letter.

Find out about the MINE

With information doubling every four years, it is becoming increasingly difficult to stay conversant with recent educational developments. Montana Instructional Information for Educators (The MINE) is a service of the Office of Public Instruction. The MINE provides educators with easy and prompt access to various sources of information dealing with teaching strategies, educational issues, research trends and outcomes, professional development concepts as well as innovations in schools throughout the country.

MINE taps several sources of information, such as computerized databases (e.g., ERIC, Psychological Abstracts, Dissertation Abstracts, National Information Center for Special Education Materials, National Technical Information Service (NTIS) and Exceptional Child Education Resources), materials from the Office of Public Instruction Resource Center, and services offered by consultants from the Office of Public Instruction.

How does one initiate an information search? Simply write a note describing the specific issue to be researched, or materials needed, and send it to The MINE, Office of Public Instruction, Room 106, State Capitol, Helena 59601, or call toll-free 1-800-332-3402 and ask for Cheri Bergeron or Jan Clack.

The cost of a computer search is $35. For the price, you receive a printout of the pertinent documents available from the database, selected documents on microfiche, copies of related journal articles and, if appropriate, the name of a contact person. Approximately four working days from receipt of request are needed to complete a search. Search results are usually returned by first class mail. ☆

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Calendar

November

4	General Election Day
7-8	State Championship Football Games- (A,C) Montana Parent-Teacher's Assn.-*Billings*
11	Veteran's Day
14-15	State Championship Football Games (AA, B)
16-22	American Education Week
17-18	Board of Public Education - *Great Falls*
21-27	National Farm-City Week
27	Thanksgiving Day

December

3-6	Girl's State Basketball Tournament (B)
4-6	Girl's State Basketball Tournament (AA, A, C)
8-9	Board of Public Education - *Havre*
25	Christmas Day

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Montana Schools

Volume 24, No. 3 Office of Public Instruction Georgia Rice, Superintendent November 1980

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Helena, Montana 59601

From the Superintendent:

A look at rural education must begin with a look at rural education statistics.

In the United States today, one student in every three attends an elementary or secondary school in a non-metropolitan area. Approximately one student in five attends school in the countryside or in a place with fewer than 2,500 residents.

In Montana, there are 183 elementary schools with only one to three teachers. No Montana elementary schools have enrollments over 1,000 students, and only two junior high schools and 11 high schools in Montana have enrollments over 1,000. Approximately 43 percent of Montana's 164,000 public elementary and secondary school students are in areas with populations less than 6,500 people.

However, "rural" does not have the same meaning for all people. For example, a student attending a rural school in New Jersey may be attending a school with over 1,000 students. Whereas, the image of a rural school in Montana consists of a one, two, or three-room schoolhouse with less than three teachers and no more than 20 students. Rural and urban education possess many similarities, but in many significant ways, they are different.

The school's geographic location, sparsity of population, number of teachers and students, and relationships within rural schools and communities all make a difference in an educational environment.

Although there are disadvantages for students who attend rural schools, the benefits of smallness—from individualized learning to personal interactions—must not be overlooked.

The small class size entails learning how to work together, rather than isolation. Each student's needs and individual differences can receive special attention. Personalized courses of study are a possibility, and a first-hand study of natural resources and ecological balance is available. The rural classroom provides a socially cohesive small group situation in which closeness with the teacher and peers can be established.

Rural education is a special kind of education which presents unique needs that must be fulfilled in a special way. Rural education needs financial assistance, moral support and a concerted effort by all who care about its existence to meet its demands, problems and goals. Educators, parents, citizens, private and public organizations must all work together to improve and maintain rural education in Montana.

Georgia Ruth Rice